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ABSTRACT

This report provides a review and summary of the activities of vocational education programs in Iowa in Fiscal Year 1995-96, especially in regard to the use of federal funds under the Carl D. Perkins Vocational and Applied Technology Education Act. Funds distributed through the act were awarded in Iowa in the following titles: Title I---Administration; Title II, Part A--Leadership Funds, Part B--State programs for single parents and displaced homemakers, sex equity, and correctional education, and Part C--local program improvement on both secondary and postsecondary levels; and Title III--Special Programs, Part E--Tech Prep. The report describes the following: (1) distribution of federal funds for secondary district and consortium expenditures and community college; (2) enrollment in secondary and postsecondary vocational education programs; (3) vocational student organizations; (4) school-to-work; (5) tech prep; (6) Job Training Partnership Act; (7) goals, standards, and measure in six areas; and (8) exemplary projects and programs. The summary showed increasing enrollment in secondary vocational education programs and status quo in postsecondary programs, increases in nontraditional programs for men and women, progress in meeting goals and standards throughout the state, and successes in creating and implementing exemplary projects and programs. (KC)

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Vocational Education Review and Summary

Technical and Vocational Education Report

Vocational and technical education is a key ingredient in the preparation of the Iowa workforce for today and for the future. Each year a performance report of vocational technical education in institutions receiving federal funds from the Carl D. Perkins Vocational and Applied Technology Education Act is prepared. This report is a summary of information and data included in that annual report and data collected on all Iowa vocational technical education programs in secondary and community college institutions.

Funding

Funds for Carl D. Perkins Applied Technology and Vocational Act were awarded in the following Titles:

Title I — Administration

Title II — Part A - Leadership Funds

- curriculum
- staff development
- student vocational organizations
- technical assistance

Title II — Part B - State Programs

Section 121 Single Parents and Displaced Homemakers
Section 122 Sex Equity
Subpart 2 Corrections

Title II — Part C - Local Program Improvement

Section 231 Secondary
Section 232 Postsecondary

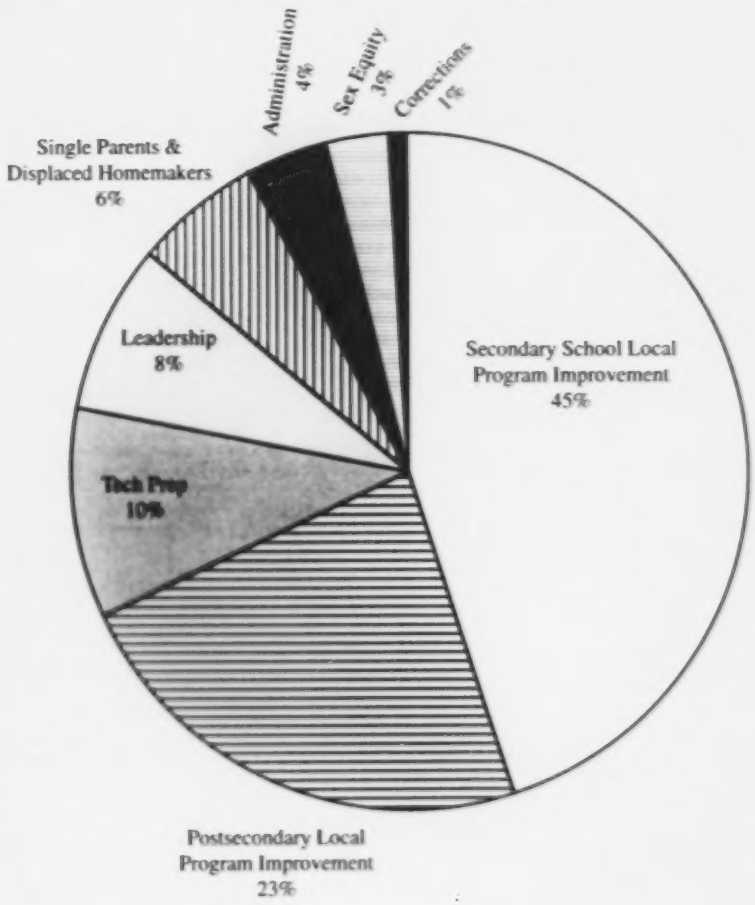
Allowable expenditures:

- curriculum
- equipment
- staff development
- special populations
- administration

Title III — Special Programs

Part E Tech Prep

Distribution of Federal Funds 1995-96



45%	Secondary School Local Program Improvement
23%	Postsecondary Local Program Improvement
10%	Tech Prep
8%	Leadership
6%	Single Parents & Displaced Homemakers
4%	Administration
3%	Sex Equity
1%	Corrections

Source: Department of Education, 1996 Performance Report

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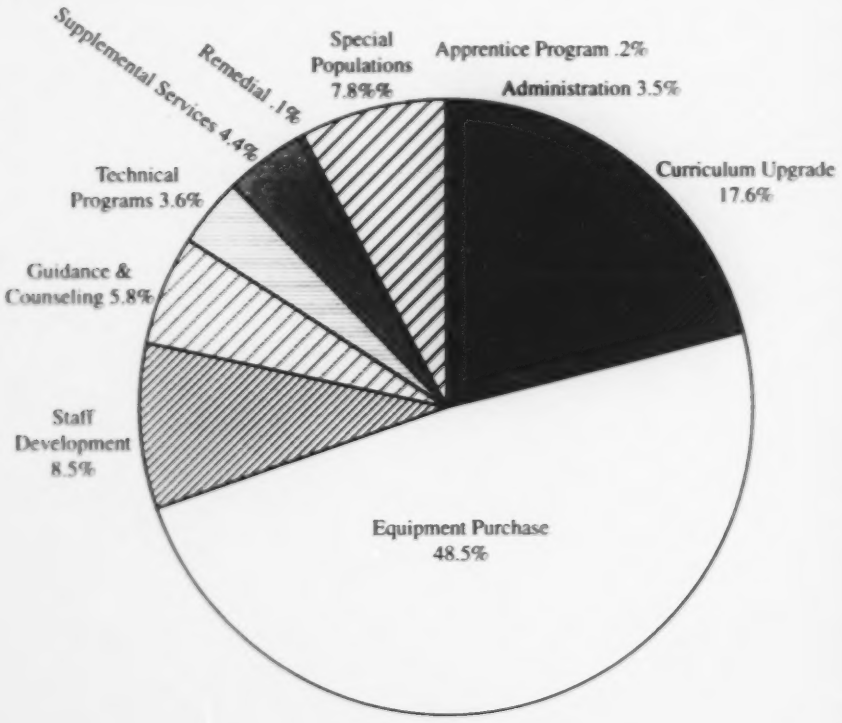
Expenditures of Federal Funds 1995-96

Secondary District and Consortium Expenditures

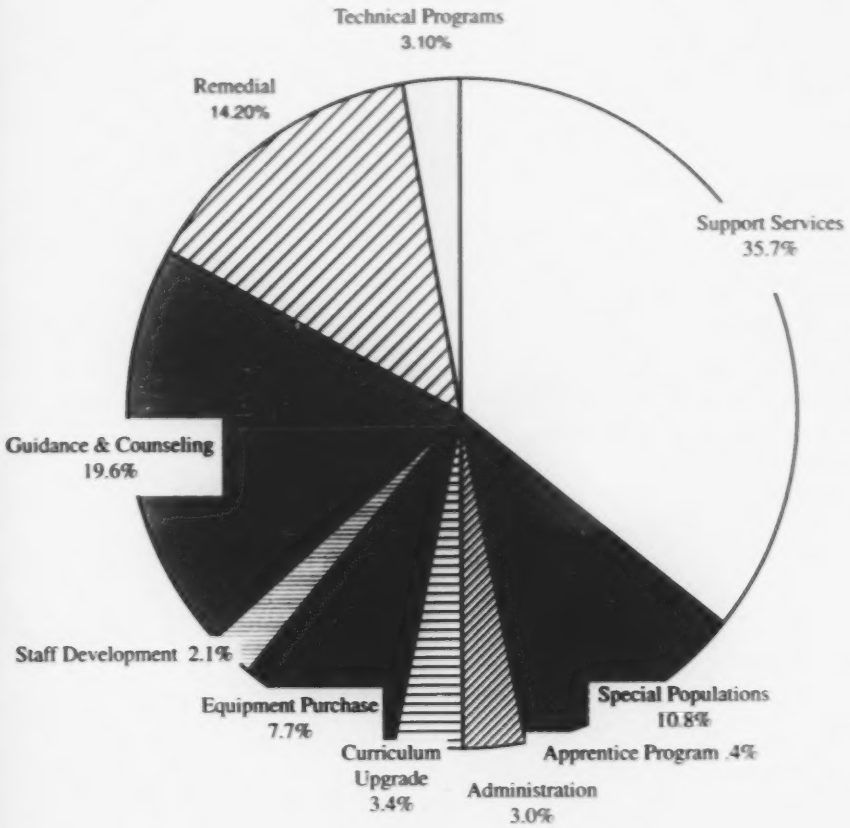
Administration	$197,595	3.5%
Curriculum Upgrade	$999,981	17.6%
Equipment Purchase	$2,742,850	48.5%
Staff Development	$479,727	8.5%
Guidance & Counseling	$329,032	5.8%
Remedial	$1,670	.1%
Technical Programs	$203,986	3.6%
Supplemental Services	$248,763	4.4%
Special Populations	$442,103	7.8%
Apprentice Programs	$13,869	.2%
Total	$5,666,121	100.0%



Source: Department of Education, 1996 Performance Report

Community College Expenditures

Administration	$89,594	3.0%
Curriculum Upgrade	$101,183	3.4%
Equipment Purchase	$229,917	7.7%
Staff Development	$64,403	2.1%
Guidance & Counseling	$588,768	19.6%
Remedial	$427,421	14.2%
Technical Programs	$93,800	3.1%
Support Services	$1,073,287	35.7%
Special Populations	$324,620	10.8%
Apprentice Program	$11,557	.4%
Total	$3,004,550	100.0%

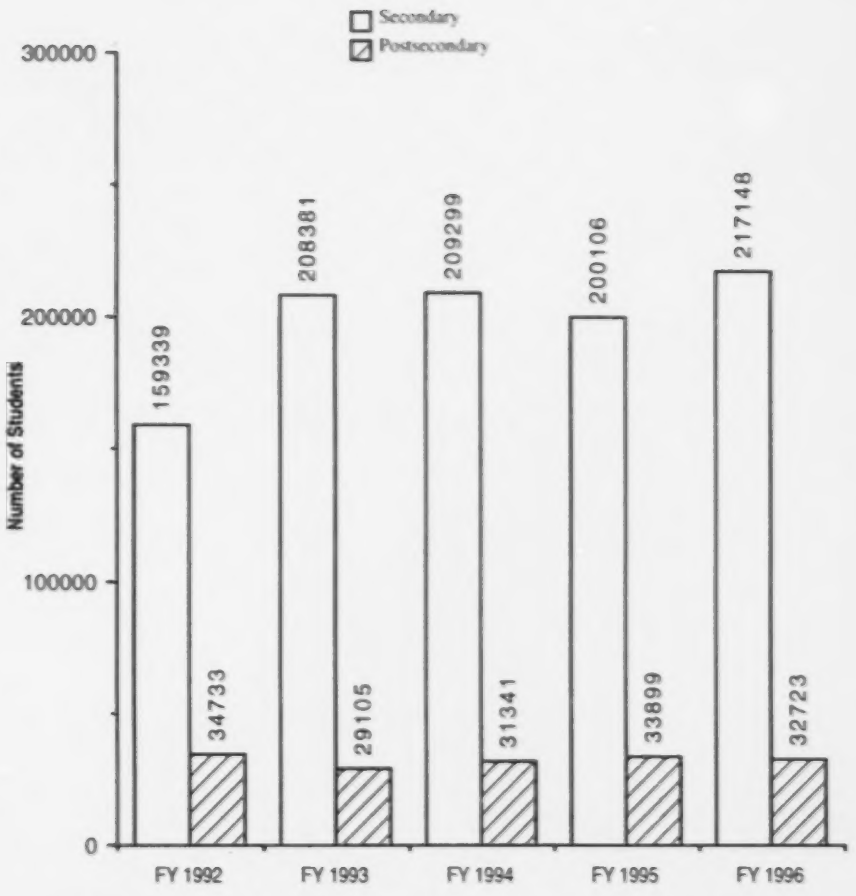


Source: Department of Education, 1996 Performance Report

Enrollment

The following table reports Total Enrollment in secondary and postsecondary State Board approved programs and programs that receive Carl Perkins funds.

Secondary and Postsecondary Enrollments
State Board Approved
Vocational and Perkins Only
Funded Programs



1994 Totals report only State Board Approved program enrollments for secondary programs.

Source: Iowa Department of Education, Basic Education Data System, Community College Year End Report

Summary:

- Cooperative shared programs between secondary schools and community colleges existed in 83 secondary districts, serving 4,666 students in 140 programs.

- Female enrollment in Agriculture/Agribusiness increased from 19 percent to 24 percent from 1990 to 1996. Allied Health/Nursing male enrollment increased from 9 percent in 1990 to 14 percent in 1996.

- Twenty-four secondary and seven community college new vocational technical education programs were approved by the State Board of Education. These programs were offered in fiscal year 1996 and had a total enrollment of 1,548 students.

- Five of the 15 community colleges lengthened their vocational education preparatory programs to meet industry needs.

Vocational Student Organizations

Vocational student organizations are an integral part of a program providing leadership and extended skill opportunities. The following chart identifies enrollment and numbers of chapters in vocational student organizations.

Number of Chapters and Number of Members in Vocational Student Organizations in Fiscal Year 1996

	Number of Chapters			Number of Members		
Vocational Student Organizations	**Sec.**	**PS**	**Adult**	**Sec.**	**PS**	**Adult**
FFA (The National FFA Organization)	231			10,650		
PAS (Postsecondary Agricultural Students)		5			348	
IAYFEA (Iowa Young Farmers Education Association)			9			125
Business Professionals of America	31	29		505	524	
DECA	27	11		947	250	
FHA/HERO (Future Homemakers of America/Home Economics Related Occupations)	111			2,570		
HOSA (Health Occupations Students of America)	13	27		183	718	
VICA (Vocational Industrial Clubs of America)	10	13		264	160	
TSA (Technology Student Association)	17			533		
Totals	**440**	**85**	**9**	**15,652**	**2,000**	**125**

Student Success in National Competition:

FFA

- Career development competition - 6 gold, silver, 1 bronze.
- National Agriscience program teacher award.
- National winner in Forest Management and in Turf and Landscape Management proficiencies.

Postsecondary Agricultural Students Organization

- Student elected secretary of national association.

Business Professionals of America

- 117 secondary Iowa students competed in national events; they achieved rankings in top ten positions 22 times.
- 149 postsecondary students ranked in the top ten positions 105 times.

DECA

- Four students recognized as national finalists.
- Three individuals recognized in national competition.
- State newsletter has been awarded first place for ninth consecutive year.

Future Homemakers of America

- Twelve national Gold STAR, three silver STAR winners.
- National officer elected from Iowa.

Health Occupations Students of America

- Students competed in 18 different individual and group leadership events; they achieved one first, two seconds, six thirds, five sixths, one seventh, one ninth, and 27 tenth place rankings.
- One first place; outstanding HOSA chapter award.

Vocational Industrial Clubs of America

- Second place in advertising and design competition at the US SKILL OLYMPICS.

Technology Students Association

- Sixteen students receive national recognition.
- Three chapters received excellence awards.

School-to-Work

Vocational Technical Education is an integral component of the School-to-Work system. Competency-based curriculum, integration, articulation, partnerships with business/labor/industry, mentoring, shadowing, and work-site learning have been mainstays of the vocational education framework, and are important components of the School-to-Work system. The Department of Education provides 2.5 FTE's toward the administration and delivery of the STW federal funds.

Department staff members have served on task forces and are a part of a three-department administered collaborative for the grant. They also have provided leadership and administrative guidance to the effort along with providing technical assistance utilizing their expertise in equity, guidance, work site learning, legal issues, standards, integration, Tech Prep, all aspects of the industry, business partnerships, articulation, and school improvement.

Tech Prep

Major Accomplishments

- Developed strong linkages with School-to-Work.
- Combined local advisory groups for Tech Prep/School-to-Work consortiums.
- Fourteen of 15 regional Tech Prep coordinators also serve as STW coordinators.
- Produced a Career Pathways video and Career Pathways manual.
- Planned follow-up resource publication to support manual.
- Held Tech Prep/STW conference for 1,600 attendees.
- Provided technical assistance for improving articulation and jointly administered programs.
- Promoted continued enrollment in applied academics.

JTPA

During Fiscal Year 1996, JTPA 8 percent funds, administered by the Department of Education, were distributed via a *Request for Proposal* process. Funds were awarded in three project categories. They included:

1. School-to-Work transition.
2. Literacy and Lifelong Learning.
3. Training and Placement of Women in Non-Traditional Employment.

Funded projects included four School-to-Work, three Literacy, and three Non-Traditional Employment for Women projects.

Goals, Standards, and Measures

The current State Plan, submitted for the utilization of Carl D. Perkins Vocational and Applied Technology Education Act, identified six major goals. Performance measures and standards were required in the regulations for the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

A Committee of Practitioners developed and recommended a system of standards and measures of performance for judging the success of local programs and guiding program improvement. The following describes the goals and progress on standards and measures in programs receiving the federal funds for Fiscal Year 1996.

Goal 1

To provide support services to ensure full and equitable participation for special populations. Ensure that special population students have equal opportunity for success in the occupation they are planning to enter.

Indicators:

- One-half of the secondary programs provided supplementary services for over 75 percent of the designated special populations students enrolled.
- About one-half of the community college programs provided supplementary services for over 50 percent of the designated special populations students enrolled.

Measures	*Standard Attainment*	*Substantial Progress*
Access Standard: Percentage of members of special populations and students from diverse racial/ethnic groups and the percentage of the under-represented gender enrolled in each vocational education program.	• 65% of secondary programs. • 75% of community college programs.	• 88% of remaining secondary programs. • 65% of remaining community college programs.
Retention Standard: Percentage of students who enrolled in a second unit of a vocational program and completed the program.	• 55% of secondary programs. • 54% of community college programs.	• 97% of remaining secondary programs. • 87% of remaining community college programs.
Student Satisfaction — Before Graduation Standard: Percentage of vocational program students who rate their preparation as satisfactory or better on items such as job skill development/improvement and positive work attitude development.	• 70% of secondary programs. • 86% of community college programs.	• 93% of remaining secondary programs. • 40% of remaining community college programs.

Goal 2

To integrate academics and vocational knowledge and skill development in sequenced courses. Students will possess academic and occupational competencies necessary for competent performance in a workplace.

Indicators:

- One-half of the secondary programs have academic and vocational education integrated in over 75 percent of the units/courses in the program.
- In almost 70 percent of the community college programs, academic and vocational education are integrated in over 75 percent of the units/courses in the program.

Measures	*Standard Attainment*	*Substantial Progress*
Gains in Basic and Advanced Academic Skills Standard: Percentage of vocational program completers who show (indicate) gains in basic and advanced academic skills.	• 66% of secondary programs. • 66% of community college programs.	• 96% of remaining secondary programs. • 70% of remaining community college programs.
Gains in Specific Occupational Competencies Standard: Percentage of vocational program completers who show (indicate) gains in occupational competencies.	• 67% of secondary programs. • 60% of community college programs.	• 98% of remaining secondary programs. • 69% of remaining community college programs.
Occupational Competency Attainment Standard: Percentage of vocational program completers who attain all those occupational competencies determined to be critical for employment.	• 62% of secondary programs. • 72% of community college programs.	• 97% of remaining secondary programs. • 74% of remaining community college programs.

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Goal 3

To increase the responsiveness of local programs to the labor market and employers.

Indicators:

- Approximately 50 percent of the secondary programs have been checked against labor demand two or more times during the past three years.
- In almost one-half of the secondary programs, over 75 percent of the units/courses were updated and redesigned to incorporate basic and higher order, current and future, workplace competencies.
- Seventy-two percent of the community college programs have been checked against labor demand two or more times during the past three years.
- In 61 percent of the community college programs, 25 percent or less of the units/courses in the program were updated/redesigned to incorporate basic and higher order, current and future, workplace competencies.

Measures	*Standard Attainment*	*Substantial Progress*
No specific standards are identified for this goal.		

Goal 4

To provide quality experience and instruction in all aspects of an industry. Program completers will possess an understanding of all aspects of the industry which they are prepared to enter.

Indicators:

- In almost three-fourths of the secondary programs, over 75 percent of the vocational program instructors participated in staff development related to all aspects of an industry.
- In 70 percent of the community college programs, over 75 percent of the vocational program instructors participated in staff development related to all aspects of an industry.

Measures	*Standard Attainment*	*Substantial Progress*
Employee Satisfaction Standard: Percentage of employers responding who rate vocational program completers satisfactory or better on items such as producing quality work, working effectively with others in the workplace, and demonstrating skills necessary to do the job for which he/she is prepared.	• 55% of secondary programs. • 67.5% of community college programs.	• 92% of remaining secondary programs. • 77% of remaining community college programs.

Goal 5

To develop and improve linkages between secondary and postsecondary institutions.

Indicators:

- Secondary schools/community college: Cooperative shared programs existed in 83 secondary districts serving 4,666 students in 140 programs.

- It appears that more study and more emphasis on granting advance standing/advanced placements is in order to assist students in their movement from the secondary school to further education.

Measures	*Standard Attainment*	*Substantial Progress*
No specific standards are identified for this goal.		

Goal 6

To increase the capacity of vocational technical education to place students in jobs or continuing education. The vocational education programs successfully place program completers into jobs or continuing education.

Indicators:

- In 306 of 370 secondary programs, over three-fourths of the students were provided with job market information.
- In 76 of 81 community college programs, over 75 percent of the students enrolled in the program were provided with job market information, and in 61 of 81 programs, over 75 percent of the students enrolled in the program were referred for job interviews.

Measures	*Standard Attainment*	*Substantial Progress*
Placement Standard: Percentage of vocational program completers placed within one year in related employment, non-related employment, military, or continuing education.	• 42% of secondary programs. • 67.5% of community college programs.	• 94% of remaining secondary programs • 77% of remaining community college programs.
Student Satisfaction — After Graduation Standard: Percentage of vocational program completers employed (full or part-time) in a related field who rate their preparation satisfactory or better on items such as preparation for chosen occupational area and educational foundation for further learning.	• 61% of secondary programs. • 61% of community college programs.	• 92% of remaining secondary programs. • 79% of remaining community college programs.

Institutions are making progress to meet the standards and measures. Technical assistance from the Department will continue to be provided to assist institutions in their progress. There is a recognition that improvement measures identified are only recorded on programs utilizing program improvement funds. Therefore, funds are targeted each year to different programs and the data are only addressing those programs.

Local school improvement plans and community college program improvement plans have the opportunity to utilize these performance measures. Opportunities exist at the local and regional level to utilize the specialized information identified in this report.

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Exemplary Projects and Programs

- Five secondary school districts provided programming for pregnant and/or parenting teens in ten GRADS programs. Of the pregnant students enrolled, 55.8 percent graduated in May 1996, 17.6 percent dropped out; 14.7 percent transferred and the remainder will return.

- Project SUCCESS is a cooperative effort between Expo High School, Operation Threshold, Area VII Job Training, and area businesses to assist high-risk, 16-21 year-old students in becoming self-sufficient. Students complete "Choices for Career Transitions," job shadowing, pre-employment training, case plans and career plans, along with a money management unit.

- Iowa Valley Community College served 616 students providing guidance and pre-employment training for juvenile offenders, and served 175 inmates of the North Central Correctional Facility in a work readiness program. Kirkwood Community College delivered welding training to 108 inmates and Southeastern Community College assisted in instruction of work readiness skills for 138 inmates.

- A shared automotive technology "hub" program with North Iowa Area Community College and seven partnering school districts allow students to complete the first year of the NIACC automotive technology program while attending classes at Clear Lake High School. Students can take a second year at NIACC to earn an associate degree.

- A manufacturing production program at Cedar Falls High School utilizes the latest technology to provide students experiences which resemble current manufacturing processes.

- Students in the Burlington High School welding program competed in the James F. Lincoln Arc Welding Foundation School Shop Award contest. Jim King received the grand national award for designing and building a 20-foot aluminum plate Jon Boat.

- Hawkeye Community College partnered with three other colleges to host four Camp Enterprise, one-day camps to promote entrepreneurship for women.

- The Parent Child Learning Center at Indian Hills Community College provides learning activities for both parents and children, basic literacy for adults, and necessary child care to enable parents to participate.

- Six school districts and one area education agency received Single Parents, Displaced Homemakers, and Single Pregnant Women grants which targeted teen parents, providing child care and transportation. A total of 522 females, 21 percent persons of color, and 86 males received assistance.

- Iowa Lakes articulated ten horticulture credits with Iowa State University and piloted a "follow-through" obstetrics experience utilizing referrals from the Some/Infant/Children's Clinic.

- The STARS program, administered by Operation Threshold in Waterloo, is a cooperative effort involving the Martin Luther King Jr. Center, Hawkeye Community College, Area VII Job Training, and local business. The program continues to gain widespread recognition for its success in assisting minority, at-risk youth in upgrading ABE skills and in obtaining their GED.

- Francis Lauer Youth Services, North Iowa Area Community College, and the Workforce Development Center partners have cooperated and collaborated in the development of programs for clients enrolled in the Career Corrections project. The partners developed training pathways by providing School-to-Work based classes in career opportunities consisting of computer work, welding, and automotive services. Through efforts of the partners, they have a 76 percent positive termination rate and have met their target goal of serving forty participants.

- Northwest Iowa Community College utilized JTPA 8 percent funds to expand its Alternative High School located on the college campus during Fiscal Year 1996.

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